BSc Psychology Childhood and Ageing   **UCAS code: C805**
For students entering Part 1 in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	14/May/2014
Programme Director:	Dr Carmel Houston-Price
Programme Advisor:	Dr Lesley Tranter
	Dr Tom Johnstone
Board of Studies:	Psychology
Accreditation:	British Psychological Society Graduate Basis for Chartered Membership

Summary of programme aims
Students are introduced to the wide range of approaches that constitute modern Psychology as a social and biological science, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation, which are covered in the Part 2 core modules. They are made aware of current research - its methods, applications and unresolved issues - and learn how to evaluate research and carry it out themselves, with staff research expertise providing stimulation, guidance and high-quality laboratory facilities. A substantial proportion of work at Part 3 will be devoted to areas of Psychology relevant to human development, through infancy, childhood and later life; the programme will be particularly useful to those who seek careers working with children or in education.

Transferable skills
During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to written and oral communication, interpersonal skills, learning skills, numeracy, self-management, use of IT, problem-solving, project management and reporting, and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Programme content
The specification which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the 'selected' modules). Students must choose such additional modules as they wish, in consultation with the programme adviser, to make 120 credits in each Part.

Part 1 (three terms)
Compulsory modules

Code	Module title	Credits	Level
PY1PR	Psychological Research	20	4
PY1PC	Perception	10	4
PY1IN	Introduction to Neuroscience	10	4
PY1CG	Cognition and Learning	10	4
PY1DV	Developmental Psychology	10	4

Optional modules (60 credits)
Students may choose from the range available across the University, but It is strongly recommended that some of the following be included:

PY1SK	Skills for Psychology	20	4
PY1PAW	Psychology at Work	10	4
PY1DIP	Debates in Psychology	10	4
PY1AP	Applied Psychology	10	4
PY1WP	Work Placement	10	4

| PY1CP | Clinical Psychology | 10 | 4 |

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
PY2RM	Research Methods and Data Analysis	20	5
PY2CP	Careers in Psychology	20	5

Single Subject Modules (minimum of 40 credits)

PY2CN	Cognition	20	5
PY2NS	Neuroscience	20	5
PY2TA	Typical and Atypical Development	20	5
PY2PS	Personality and Social Psychology	20	5

To allow students to take 20 credits from outside Psychology e.g. a foreign language you may substitute 2 Single Subject modules for 1 combined Subject module.

Combined Subject Modules (maximum of 20 credits)

PY2CNS	Cognition and Social Psychology (substitute for PY2CN & PY2NS)	20	5
OR			
PY2DSP	Developmental and Social Psychology (substitute for PY2TA & PY2PS)	20	5

British Psychological Society Graduate Basis for Chartered Membership (GBC)
Students must gain Lower Second Class Honours or higher to qualify for BPS GBC.
Part 2 modules PY2RM + PY2TA + PY2PS + PY2CN + PY2NS are the minimum required for BPS accreditation. All the modules from this list that are taken must be passed with at least 40%. Subject to those constraints, students may substitute up to 20 credits worth of Part 2 modules outside Psychology, e.g. a foreign language. *See also Part 3 Project.*

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
PY3P	Project	40	6
PY3C	Contemporary Issues	10	6
PY3PE	Public Engagement	10	6

British Psychological Society Graduate Basis for Chartered Membership (GBC)
To qualify for BPS accreditation, the Project must be passed with at least 40%.
PY3C and PY3PE are normally compulsory but are not required for GBC. By agreement of the Programme Director, students may substitute up to 20 credits of Level 6 or 5 modules outside Psychology for any optional or compulsory modules except PY3P.

Optional modules
Modules to the value of 60 credits chosen from a list of Psychology options available. Note: students on this programme will have priority of access to optional modules in their specialist area. They are required to take at least 30 credits worth of options in their specialist area.

Progression requirements
Part 1. To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1 and to have obtained at least 40% in the Psychology modules PY1PR, PY1PC, PY1IN, PY1CG and PY1DV averaged together, with at least 30% in each of these modules.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:
(i) a weighted average of 40% over 120 credits taken at Part 2;
(ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) marks of at least 30% in individual modules amounting to not less than 120 credits.
In order to progress from Part 2 to Part 3 in BSc Psychology, Childhood and Ageing, a student should normally be required to achieve a threshold performance at Part 2. In addition, all modules that are taken from the list above under British Psychological Society Graduate Basis for Chartered Membership (GBC) must be passed with at least 40%.

To be eligible for Honours students must pass the Project module.

Assessment and classification
The University's honours classification scheme is:
Mark	*Interpretation*
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: www.reading.ac.uk/internal/exams/Policies/exa-class.aspx

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes
Part 2 one-third
Part 3 two-thirds

Part 1 and Part 2 modules are principally taught by lectures. Others include practical work, either in large groups (Part 1) or in small groups or individually (Part 2 and Part 3 project). Part 2 lectures and Part 3 options are supported by seminars. Modules are assessed by a mixture of coursework and formal examination; only PY2PCS and the Project are assessed 100% by coursework. At Part 1 the coursework principally constitutes essays and practical reports; at Part 2, essays and short project reports; at Part 3, essays, some presentations (e.g. oral presentations, poster) and the Project report. The proportion of credit for coursework relative to examinations increases from Part 1 to Part 3 as students become more independent.

The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%.

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade B in Mathematics, Sciences, English in GCSE; and to have achieved:
A Levels: AAA / AAB; or
International Baccalaureat Diploma: 6,6,6/6,6,7 at higher level plus at least 5 in Ordinary Mathematics; or
Irish Leaving Certificate: AAAAB; or
Access Course: Level 3 Distinctions and Merits.

Admissions Tutor: Admissions Officer: Dr Carien van Reekum

Support for students and their learning
University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and

Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

In Psychology, each Part of the programme has a Year Tutor, whose role is to provide information to students in that year. The Senior Tutor monitors the progress of all students (liaising with the School Manager) and advises those who fall behind in academic work. Staff with relevant expertise, e.g. in dyslexia, support the School Disability Officer, and we work closely with the University Study Advisors who are psychologists. Our staff's specialised laboratories are available for use in student research projects.

Career prospects
Because the degree is accredited by the British Psychological Society, graduates are qualified to enter professional training as, for example, clinical or educational psychologists. Graduates of this programme will have studied the psychology of human development both broadly and in depth, and will be particularly well prepared for employment or further training in fields such as education, the care and treatment of children, or work with families. Psychology graduates generally move into an extremely wide range of careers with some bias towards health and education, but extending to many other professional roles. As numerate scientists they also enter a wide variety of other commercial and business occupations. Many go on to postgraduate training.

Opportunities for study abroad or for placements
Part 1 students have the opportunity to take the PY1WP Work Plavcement module. There is also a work placement component in PY2CP. Throughout the course there are opportunities to engage in volunteer work. Towards the end of Part 2 students can apply for a summer vacation placement which involves working with a member of academic staff on a research project in the Department.
Students who will wish to study abroad during Autumn Term of their Final Year, should consult the Head of School or School Manager early in Part 2 to discuss current opportunities. Students can take part in the Erasmus Exchange Scheme or spend a term in Canada, the USA or Australia.

Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology
2. A broad variety of methods and approaches used in psychological research
3. Practical applications of psychological theory and research
4. A selection of optional specialist topics, studied in depth using up-to-date research evidence
5. Ethical issues in research and appropriate conduct by researchers

Teaching/learning methods and strategies

1-3 are covered in lectures and seminars. 2 is further supported by practical classes and exercises, miniprojects and Part 3 projects. Part 3 options cover 4 and extend 1-3 to a more advanced level. Students learn about 5 from participating in research studies in which the principles are made explicit, from lectures, and while planning the Part 3 project.

Assessment
1-4 are assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The Part 3 project assesses both 5 in the plan and final report, and 2 through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Use evidence-based reasoning to argue or evaluate a claim
2. Apply multiple perspectives and levels of explanation to understand behaviour
3. Critically evaluate the design and conduct of psychological research
4. Write well-structured and well-argued essays
5. Integrate material from different fields of psychology and cognate areas

Teaching/learning methods and strategies

1-3 are explicated in lectures and option seminars. Part 3 option seminars focus strongly on 1 and 3. The Contemporary Issues module is not formally taught but gives scope for all of 1-5, especially 4. Essays, increasing in length through the programme, provide practice in 1-5 with formative feedback.

Assessment
1-4 are assessed in examinations and coursework. 5 is a marker of high-quality work throughout, and is emphasised in the Contemporary Issues module (assessed by a pre-seen and planned examination paper).

C. Practical skills - *able to:*

1. Search for information, using suitable sources, about a specific topic
2. Choose and apply appropriate data-analytic techniques
3. Plan and carry out empirical studies with guidance or supervision
4. Write reports on empirical studies

Teaching/learning methods and strategies

Dedicated modules using lectures, practical classes and exercises cover 1, 2 and the principles underlying 3. Further learning of 3 and 4 takes place through practical classes, Part 2 miniprojects and the Part 3 project.

Assessment
2-4 are assessed in reports on practical classes. Miniproject reports, the Part 3 project plan and report assess all 4 skills. 1 is also assessed in extended essays and in the Contemporary Issues module.

D. Transferable skills - *able to:*

1. Communicate information concisely or at length in writing
2. Give oral presentations
3. Work with a group
4. Plan and implement a project
5. Solve practical problems
6. Use IT to write, to present information visually, to manage and analyse numeric data, to communicate and to find information
7. Manage time
8. Start planning a career

Teaching/learning methods and strategies

Transferable skills are integrated in subject-based teaching. 1 is learned, with formative feedback, through essays and other exercises while 2 is included in seminars especially at Part 3. 3 is required in small-group miniprojects; these, and the Part 3 project, entail 4 and 5. Special classes cover 6, and IT resources are applied throughout the programme. Staged deadlines for coursework encourage 7. 8 forms part of a Part 2 module.

Assessment
1 is assessed in coursework and examinations, 2 within Part 3 seminars. 3 (team participation) forms part of miniproject assessment while 4 and 5 are necessary for miniprojects and the Part 3 project. 6 and 7 are required for most coursework. 8 is the subject of assignments in the relevant module.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and

feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.